DOCUMENT RESUME

ED 370 432 FL 022 210

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|---|---|
| AUTHOR | Gatto, Angelo |
| TITLE | Curriculum Options for Pupil Enrichment (Project COPE). Bilingual Special Alternative Instructional Program. Final Evaluation Report, 1992-93. OREA Report. |
| INSTITUTION | New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| PUB DATE | 13 Sep 93 |
| CONTRACT | T003E20094 |
| NOTE | 38p. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Arabic; Attendance Patterns; *Bilingual Education Programs; Career Awareness; Dropout Prevention; *English (Second Language); Greek; Haitian Creole; High Schools; Inservice Teacher Education; Italian; Korean; Limited English Speaking; Mathematics Instruction; Multicultural Education; *Native Language Instruction; *Office Occupations Education; Parent Participation; Polish; Program Evaluation; Russian; Science Instruction; Second Language Instruction; Social Studies; Staff Development; *Technology Education; Uncommonly Taught Languages; Urdu |
| IDENTIFIERS | New York City Board of Education; *Project COPE NY |

ABSTRACT

Curriculum Options for Pupil Enrichment (Project COPE) is a federally-funded program that served 192 limited-English-proficient students in one Brooklyn (New York) high school in 1992-93, its first year of operation. Students were native speakers of Russian, Italian, Arabic, Urdu, Korean, Vietnamese, Polish, Haitian, and Greek. They received instruction in English as a second language (ESL), native language arts (NLA), mathematics, science, social studies, computer science, secretarial studies, and industrial arts. Multicultural education, staff development, and parental involvement activities were also important program components. The program met its objectives in ESL, mathematics, science, social studies, computer science, secretarial studies, industrial arts technology, career awareness, dropout prevention, attendance, and parent involvement. It did not meet its staff development objective. The primary recommendation for program improvement is to make the staff development objective more realistic within the approved budget. (Author/MSE)

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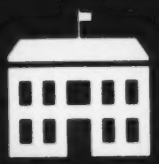

# OREA Report

Curriculum Options for Pupil Enrichment
(Project COPE)
Bilingual Special Alternative Instructional Program
Grant T003E20094
FINAL EVALUATION REPORT
1992-93

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Curriculum Options for Pupil Enrichment
(Project COPE)
Bilingual Special Alternative Instructional Program
Grant T003E20094
FINAL EVALUATION REPORT
1992-93

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## EXECUTIVE SUMMARY

Curriculum Options for Pupil Enrichment (Project COPE) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its first year of operation at New Utrecht High School in Brooklyn. In the year under review, Project COPE served a total of 192 students of limited English proficiency (LEP) in grades nine through twelve. Students were native speakers of Russian, Italian, Arabic, Urdu, Korean, Vietnamese, Polish, Haitian, or Greek. Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content area subjects of mathematics, science, social studies, computer science, secretarial studies, and industrial arts technology. Multicultural education was an integral part of programming. Participating students had the opportunity to listen to representatives of business and industry as part of their career education.

Teachers of participating students had the opportunity to attend monthly staff development meetings. The project also reimbursed tuition for staff members taking courses at the college level.

Project COPE sought to establish an active parental component, which included encouragement to attend evening E.S.L. courses offered at New Utrecht High School.

Project COPE met its E.S.L. objective and its objective for the content areas of mathematics, science, social studies, computer science, secretarial studies, and industrial arts technology. The project also met its objectives for career education, dropout prevention, attendance, and parental involvement. The project did not meet its objective for staff development.

The conclusions, based on the findings of this evaluation, lead to the following recommendation to the project:

- Seek permission from OBEMLA to change the staff development objective to reflect goals more realistic with the approved project budget.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Ms. Patricia Musante for collecting the data and writing the report.

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# I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII Special Alternative Instructional Program, Curriculum Options for Pupil Enrichment (Project COPE).

## PROJECT CONTEXT

Project COPE operated at New Utrecht High School in Brooklyn. The population of the surrounding community was economically and culturally diverse. Once solidly Italian, the community had expanded to include Russians, Indians, Pakistanis, Chinese, Vietnamese, Dominicans, and Haitians, many of them recent immigrants.

Demographic information available on New Utrecht High School's population was for the year preceding the one under review. Fifty-three percent of the 2,674 students that attended were European-American, 21 percent African-American, 15 percent Latino, and 11 percent Asian-American. Of these students, 13.1 percent were of limited English proficiency (LEP), and 25.7 percent came from low-income families.

New Utrecht High School is housed in an old building that dates to the early 1920s. Classrooms were generally well-maintained, but some desktops had graffiti carved on them, and one ceiling had a large hole in it. Halls were noisy and crowded. Attractive student-prepared displays were prominent in the bilingual section of the school. Computers were available in this area and appeared to be used efficiently by the students.

STUDENT CHARACTERISTICS

Project COPE served 192 LEP students in ninth through twelfth grade. (See Table 1.) Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other student characteristics considered by the project were low native language literacy as determined by a language survey and evaluation of transcripts from the native country, performance on Regent's Competency Tests (R.C.T.s), willingness to participate as determined by teacher recommendations and interviews, and parental permission. Students spoke Russian Haitian, Italian, Arabic, Urdu, Korean, Vietnamese, Polish, Chinese, or Greek. (See Table 2 for students' country of origin.) Male students numbered 89 (46.4 percent) and female 103 (53.6 percent). The project did not provide information on the number of students eligible for the free-lunch program.

TABLE 1

Number of Students in Project COPE by Grade Level

| 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|
| 48 | 38 | 66 | 40 | 192 |

TABLE 2

Students' Countries of Origin

| Country of Origin | Number of Students |
|---|---|
| C.I.S. (formerly U.S.S.R.) | 99 |
| Haiti | 31 |
| Poland | 14 |
| Italy | 13 |
| Pakistan | 9 |
| Korea | 7 |
| Vietnam | 4 |
| Egypt | 3 |
| Saudi Arabia | 3 |
| Other countries | 9 |

Needs Assessment

Before instituting the project, the Title VII Central Programs Office conducted a needs assessment of the targeted students and their families. The data obtained from this study indicated two primary needs: (1) to provide LEP students with intensive English language instruction and support services to improve their school performance; and (2) to provide LEP students with technological, secretarial, industrial, and academic programs to improve their career options.

## PROJECT OBJECTIVES

### Student Objectives

- Participating students will improve their English language skills as demonstrated by a significant increase in scores on the Language Assessment Battery (LAB).

- Seventy percent of participating students will achieve a score at or above the 65 percent passing criterion in the content area courses of social studies, science, mathematics, computer science, secretarial studies, and industrial arts technology.

- Participating students' attendance will be significantly higher ($p < .05$) than that of mainstream students.

- Participating students will have a significantly lower dropout rate ($p < .05$) than similar non-participating students.

### Career Education Objective

- At least one conference for students will be organized in which representatives of business and industry will present information on math/science/computer career options and skill requirements.

### Staff Development Objective

- Eighty percent of project staff members will enroll in at least one university course each semester.

### Parental Involvement Objective

- The proportion of program students' parents who participate in Open School/Evening will be greater than the proportion of mainstream students' parents who participate in this activity.

## PROJECT IMPLEMENTATION

During the 1992-93 school year, Project COPE provided instructional and support services to 192 students and their families. The project's main goals were to

promote the acquisition of English language skills and improve the training of LEP students in academic subjects and industrial and secretarial arts.

Project COPE offered English as a second language (E.S.L.) at beginning, intermediate, advanced, and transitional levels. Native language arts (N.L.A.) in Italian and Russian were offered at the advanced level. The project also offered Haitian native language arts. The project offered content area courses taught with an E.S.L. technique (as proposed in the original project design) during the spring semester only, because the targeted students in the fall had already been programmed in other classes by the time the project got under way.

Project COPE offered in-service staff development activities. The project also provided for reimbursement to staff for ongoing education. The project did not offer the baby-sitting services to parents as proposed in its design but did have parental outreach.

Materials, Methods, and Techniques

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning, individual learning, the communicative approach, and written and oral presentations. Computers supplied by the school supplemented classroom instruction.

The project incorporated a multicultural component into the curriculum. It also fostered a multicultural ambience in the school in order to increase knowledge of and appreciation for the different cultures represented by participants.

For a list of instructional materials used in the project, please see Appendix A

Capacity Building

The resource specialist reported that Project COPE does not plan to seek additional funding sources next year.

Staff Qualifications

Title VII staff. A resource teacher and a paraprofessional were fully funded by Title VII, the project director and E.S.L. office associate were partially funded by Title VII. For a description of staff degrees and language proficiencies*, see Table 3.

The project director's responsibilities included supervision and coordination of the program and the provision of evaluation data. The resource specialist's responsibilities were to supervise project staff and act as a liaison between the project director and staff at the school site. The paraprofessional assisted the resource specialist with administrative work, gathered student profiles, and recruited project students for extracurricular activities. The office associate performed clerical duties.

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* Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 3

Project Staff Qualifications

| Position Title | Degree(s) | Language Competence |
|---|---|---|
| Project Director | M.A. | Cantonese (TP) N.S.* Mandarin (TP) N.S. |
| Resource Teacher | M.A. | French (TP) Italian (TP) Spanish (TP) |
| Paraprofessional | H.S. diploma | Spanish (CP) |
| Office Associate | H.S. diploma | Cantonese N.S. Mandarin N.S. |

*N.S. = Native speaker.

Other staff. Tax-levy funds paid the salaries of the 18 classroom teachers who provided instructional services to project students. One teacher had teaching proficiency in French and Arabic, one in Spanish, one in Mandarin, and one in both Cantonese and Mandarin. Information about other language proficiencies was not supplied by the project.

Of the 18 teachers, 16 held master's degrees. Nine had training in E.S.L. All teachers held high school certification in the subject area they taught.

Staff development. One staff member received tuition assistance toward college courses in E.S.L. or bilingual education each semester. Teachers and paraprofessionals working with participating students attended a series of monthly

workshops focusing on E.S.L. methodology in the content areas and methods for teaching at-risk students.

Instructional Time Spent on Particular Tasks

Students in each grade spent at least three periods each day in language-related classes.

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 8.1 years (standard deviation [s.d.]=1.3) of education in a non-English-speaking school system and 2.4 years (s.d.=1.2) of education in the United States. Students had participated in Project COPE for a median of 10 months.

Activities to Improve Pre-referral Evaluation Procedures

Teachers referred those students thought to be in need of special education services to a guidance counselor for evaluation who, in turn, referred the student, when appropriate, to the School-Based Support Team (S.B.S.T.) for further evaluation. Except for a guidance counselor who was proficient in Italian, the S.B.S.T. had no members bilingual in the native languages of project students. Other staff translated as necessary.

Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

The school offered special programs to students having difficulty in classes. Gifted and talented students were able to participate in New Utrecht High School's honor classes in the content areas and enroll in the New Utrecht Academy, a four-year honors program for high achievers.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project encouraged parents of participants to enroll in the Parents Evening Basic Skills Program offered by New Utrecht High School, in which E.S.L. was taught two evenings per week. The project made available to parents a counselor who spoke Italian, Spanish, or French. The project telephoned and/or sent postcards to parents informing them of upcoming Open School Day/Evening meetings.

Project students participated in a variety of community-service projects, including the Kiwanis-sponsored Key Club to help the elderly and disabled.

## II. METHODOLOGY

### EVALUATION DESIGN

#### Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on the standardized tests. Because of the difficulty of finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains could be attributable to project services.

#### Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no posttest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth in English skills in populations similar to those served by Project COPE.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E S L objective. The content area objective in mathematics, science, social science computer science, secretarial studies, and industrial arts technology was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publisher's test manual, the standardized test to gauge project students' progress is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to 98 for the total test.

OREA used final course grades in mathematics, science, social studies, computer science, secretarial studies, and industrial arts technology to measure growth in content area subjects, as specified by the content area objective. OREA also used final course grades in N.L.A. to measure improvement in this area.

To assess the career education objective, the project director provided information to OREA on the organization of a career conference.

To assess the staff development objective, the project director provided information to OREA on university course completion.

In order to assess the parental involvement objectives, the project director provided information to OREA on attendance at Open School Day/Evening by the parents of both mainstream and project students.

## DATA COLLECTION AND ANALYSIS

### Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

### Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to, directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following the published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to validity of the above instrument might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming group should not affect the existence of gains.

## III. FINDINGS

### PARTICIPANTS' EDUCATIONAL PROGRESS

#### Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

The OREA evaluation consultant visited a beginning level E.S.L. class attended by a total of 21 project and non-project students. The classroom was decorated with student-made posters on vocabulary words. Part of the lesson focused on the formulation of questions using the past tense, and the rest of the time was devoted to vocabulary-building. The lesson was fast-paced and used a teacher-directed interaction pattern and an audiolingual instructional method. The students' read their written responses aloud, and their grammar, pronunciation, and spelling were corrected by the teacher. A paraprofessional provided individual attention to those students having particular difficulty.

The OREA evaluation consultant observed an intermediate level E.S.L. class of 18 Russian-, Polish-, Cantonese-, and Vietnamese-speaking project students. The class was a computer lab offering individual and teacher-directed instruction. Each student was working on a computer to practice verb conjugation, play vocabulary games, and compose Father's Day poems. The teacher and a Russian- and Polish-speaking paraprofessional attended to students' questions.

A Russian-speaking project student won a medal in the boroughwide semi-finals of the Oratory Olympics in March 1993 and competed in the citywide finals in May.

The evaluation objective for English as a second language was:

- Participating students will improve their English language skills as demonstrated by a significant increase in scores on the Language Assessment Battery (LAB).

There were complete pre- and posttest scores on the LAB for 92 students from grades nine through twelve. (See Table 4.) Gains for these students (8.0 N.C.E.s) were statistically significant.

The project met its objective for English as a second language.

Participants' Progress in Native Language Arts

There were insufficient numbers of project students within each language group at each grade level to warrant the creation of N.L.A. classes. However, Italian- and Russian-speaking project students did enroll in the school's advanced level language courses. Teachers used several strategies and techniques, including the communicative approach, the cooperative learning approach, and written and oral presentations.

The project did not propose any specific objectives for N.L.A. For final course grades, see Table 5.

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Grade

| Grade | Number of Students for whom data was reported | Matched N | Pretest | | Posttest | | Difference | | *t* value |
|---|---|---|---|---|---|---|---|---|---|
| | | | Mean | S.D. | Mean | S.D. | Mean | S.D. | |
| 9 | 48 | 22 | 9.7 | 13.0 | 19.2 | 19.7 | 9.5 | 17.0 | 2.61* |
| 10 | 38 | 19 | 20.4 | 18.0 | 34.1 | 18.8 | 13.7 | 12.1 | 4.93* |
| 11 | 66 | 33 | 14.5 | 13.0 | 22.0 | 16.8 | 7.5 | 16.9 | 2.56* |
| 12 | 40 | 18 | 18.6 | 11.4 | 19.9 | 20.4 | 1.3 | 23.1 | 0.24 |
| Total | 192 | 92 | 15.4 | 14.2 | 23.4 | 19.2 | 8.0 | 17.6 | 4.37* |

*$p < .05$

- Overall, gains on the LAB were statistically significant.

TABLE 5

Native Language Arts Final Grades

| Native Language | Fall 1992 | | Spring 1993 | |
|---|---|---|---|---|
| | Number of students for whom data were reported | Percent Passing | Number of students for whom data were reported | Percent Passing |
| Haitian | 29 | 100.0 | 32 | 100.0 |
| Italian | 13 | 100.0 | 13 | 100.0 |
| Russian | 91 | 100.0 | 96 | 100.0 |

LEP Participants' Academic Achievement

Content area courses were offered during the spring semester only because students had already been programmed in mainstream courses by the time the project started.

The OREA evaluation consultant observed a history class of 18 beginning and advanced level project students who spoke Russian, Polish, Cantonese, Vietnamese, and Arabic. The classroom had a gaping hole in its ceiling, and its desks were carved with grafitti. The teacher-directed lesson was on India's colonial history. Students matched vocabulary words with their definitions on the lesson handout, which the class corrected together.

The OREA evaluation consultant observed a 10th grade social studies class in which 10 project and non-project students participated. It was held in a spacious and well-lit classroom whose walls were decorated with maps and posters of Asian countries. The teacher-directed lesson was on the Japanese educational system as

compared to the American system. Students were enthusiastic as they described in English the differences between these two systems and that of their native country

The content area objective was:

- Seventy percent of participating students will achieve a score at or above the 65 percent passing criterion in the content area courses of social studies, science, mathematics, computer science, secretarial studies, and industrial arts technology.

In all of the content areas, more than seventy percent of the students received passing grades. (See Table 6.)

Project COPE met its objective for content area subjects.

TABLE 6

Content Areas Final Grades

| Content Area | Fall 1992 | | Spring 1993 | |
|---|---|---|---|---|
| | Students for whom data were reported | Percent Passing | Students for whom data were reported | Percent Passing |
| Mathematics | 176 | 100.0 | 179 | 100.0 |
| Science | 122 | 99.2 | 148 | 99.3 |
| Social Studies | 179 | 100.0 | 184 | 100.0 |
| Computer Science | 7 | 100.0 | 18 | 100.0 |
| Secretarial Studies | 8 | 100.0 | 2 | 100.0 |
| Industrial Arts Technology | 24 | 100.0 | 3 | 100.0 |

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

This was the first year of the project.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Career Education

The project proposed one objective for career education:

- At least one conference for students will be organized in which representatives of business and industry will present information on math/science/computer career options and skill requirements.

Guest speakers from a number of career fields visited eight project classes during March 1993. Sixty-five project students, primarily Russian-speaking, attended a college and career night assembly held at Franklin Delano Roosevelt High School in April. Russian-speaking project students toured Kingsborough Community

College. Additionally, seven project students participated in after-school internships with local businesses such as real estate agencies and printing shops during one trimester of the school year.

The project met its career education objective.

Educational Field Trips

Project COPE provided a field trip for 80 project students and some parents to the museum at Bear Mountain (N.Y.) State Park on June 10th.

Cultural Pride

The project offered a number of activities to heighten students' awareness and appreciation for their own and other cultures Project students participated with non-project students in the presentation of their own culture's music and dances in the "Way Off-Broadway" show during the spring semester. Also, project students helped create murals for the hallways that highlighted student cultural heritages and their contributions to United States culture, and the quincentennial of Columbus's discovery of the New World. Finally, project students, with the assistance of a history teacher, formed a number of language clubs that sponsored ethnic dances and participated in ethnic parades and celebrations.

The project did not propose an objective in this area.

Grade Retention

Project COPE did not propose any objectives for grade retention. Only one of the participating students was retained in grade.

Dropout Prevention

Project COPE proposed the following dropout prevention objective:

- Participating students will have a significantly lower dropout rate ($p < .05$) than similar non-participating students.

No students dropped out during the course of the year. The schoolwide dropout rate was 12.4 percent.

Project COPE met its objective for dropout prevention.

Attendance

The project encouraged students to attend classes regularly and remain in school. A chart listing attendance was posted in the bilingual office. Italian-, Spanish-, and Russian-speaking paraprofessionals and other staff contacted the parents of absent project students and met with them to address attendance problems.

The project had one attendance objective:

- Participating students' attendance will be significantly higher ($p < .05$) than that of mainstream students.

The attendance rate for the project was 95.8 percent, based on 191 students The schoolwide attendance rate was 87.6 percent. The project students' attendance rate was 9.4 percent higher and significantly better ($p<0.5$) than that of mainstream students'.

The project met its attendance objective.

Placement in Gifted and Talented Programs

None of the students were placed in a program for the gifted and talented

Enrollment in Postsecondary Educational Institutions

None of the graduating seniors indicated that they would be enrolling in postsecondary educational institutions upon graduation.

STAFF DEVELOPMENT OUTCOMES

Teachers and paraprofessionals working with participating students attended a series of monthly workshops. These focused on E.S.L. methodology in the content areas and methods for teaching at-risk students.

The project proposed the following staff development objective:

- Eighty percent of project staff members will enroll in at least one university course each semester.

During the 1992 school year, one staff person per semester completed a minimum of three graduate credits in bilingual education and received tuition assistance from Project COPE. At least four staff members each semester would have to enroll in university courses to meet the objective. However, the approved project budget does not allocate adequate funds to meet the staff development objective.

The project did not meet its staff development objective.

PARENTAL INVOLVEMENT OUTCOMES

Parents of project students could attend an evening basic skills class offered two evenings per week by New Utrecht High School. The project had proposed to offer free after-school baby-sitting services by project staff to permit parents to attend

these classes but did not do this. The Parent Advisory Committee met monthly but did not make any recommendations to the project.

Project COPE proposed one parental involvement objective:

- The proportion of program students' parents who participate in Open School/Evening will be greater than the proportion of mainstream students' parents who participate in this activity.

The project sent postcards and/or telephoned the parents of project students to notify them of upcoming Open School Day/Evening meetings. During the fall semester, 78 percent of program students' parents, as compared to 74 percent of mainstream students' parents, attended Open School Day/Evening. During the spring semester, 90 percent of the project parents, as compared with 74 percent of mainstream parents, attended.

The project met its parental involvement objective.

## IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### ACHIEVEMENT OF OBJECTIVES

The project met its objectives for E.S.L. as well content area instruction in mathematics, science, social studies, computer science, secretarial studies, and industrial arts technology. It also met its objectives for dropout prevention, attendance, career education, and parental involvement. The project did not meet its objective for staff development because funding for staff development activities was inadequate.

Participating students in Project COPE showed academic progress. Of the 192 participating students in grades nine through eleven, 191 were promoted to the next grade. The students showed gains in English as measured by the LAB. Participating students did well in the content areas as indicated by the passing rates in final course grades.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rate was appreciably higher and the dropout rate lower than that of the New Utrecht High School mainstream population. Participating students also attended several meetings to enhance their knowledge of career paths.

### MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project COPE were E.S.L. and content area instruction and career education. Quantitative data, qualitative reports of the

evaluation consultant, and the feedback from those administering the program attested to the strength shown in these areas.

RECOMMENDATION TO ENHANCE PROJECT EFFECTIVENESS

- Seek permission from OBEMLA to change the staff development objective to reflect goals more realistic with the approved project budget.

Appendix A

Instructional Materials

| E.S.L. | | | | |
|---|---|---|---|---|
| **Grade** | **Title** | **Author** | **Publisher** | **Date of Publication** |
| 9 | Lado English Semester #2 | R. Lado | Prentice Hall | 1984 |
| 10 | Lado English Semester #3 | R. Lado | Prentice Hall | 1984 |
| 11 | Lado English Semester #4 | R. Lado | Prentice Hall | 1984 |
| 12 | Lado English Semester #5 | R. Lado | Prentice Hall | 1984 |
| 9-12 | Contact U.S.A. | Paul Abraham | Prentice Hall | 1990 |
| 9 | E.S.L. Literacy | | DeHays | 1987 |
| 12 | Side by Side | Mdiasky/Bliss | Prentice Hall | 1986 |
| 11 | Reflections | Suzanne Griffin | Newbury House | 1988 |
| 9-12 | American Short Stories for Students of E.S.L. | Jeans-Muller | Prentice Hall | 1981 |
| 10 | What's the Story | Linda Markstein | Longman | 1980 |
| 12 | Turning Point | Iancino Papa | Addison-Wesley | 1989 |
| 11 | Tests and Drill in English Grammar | Robert Dixon | Latin America Press | 1988 |

| MATHEMATICS | | | | |
|---|---|---|---|---|
| **Grade** | **Title** | **Author** | **Publisher** | **Date of Publication** |
| 2nd Level Integrated Math | Integrated Mathematics Course II | Keenan & Dressler | AMSCO | 1981 |
| 3rd Level Integrated Math | Integrated Mathematics Course III | Keenan & Dressler | AMSCO | 1981 |

| SCIENCE | | | | |
|---|---|---|---|---|
| **Grade** | **Title** | **Author** | **Publisher** | **Date of Publication** |
| 9-12 | Concepts in Modern Biology | Krans David | Globe Book | 1986 |
| 9-12 | General Science | Ramsez | Holt Rinehart | 1987 |

| SOCIAL STUDIES | | | | |
|---|---|---|---|---|
| **Grade** | **Title** | **Author** | **Publisher** | **Date of Publication** |
| 9-10 | Exploring World Cultures | Newhill-Lapglia | Globe | 1988 |
| 9-10 | Exploring World History | * | Globe | 1984 |
| 11-12 | America's Studies | Gordon | AMSCO | 1989 |
| 11-12 | Economics for Everybody | Antell | AMSCO | 1982 |

* Data not provided.

APPENDIX B

Schedules of Instruction for Bilingual Classes

9th Grade

| Days | Period | Subject |
|---|---|---|
| M-F | 1 | physical education |
| M-F | 2 | native language arts (Russian 2) |
| M-F | 3 | biology 2 (bilingual) |
| L U N C H | | |
| M-F | 5 | global studies 2 |
| M-F | 6 | sequential mathematics |
| M-F | 7 | communication skills |
| M-F | 8 | basic English 3 |

10th Grade

| Days | Period | Subject |
|---|---|---|
| M-F | 1 | reading & writing |
| M-F | 2 | native language arts (Russian 4) |
| M-F | 3 | physical education |
| M-F | 4 | global studies 4 |
| M-F | 5 | basic English |
| L U N C H | | |
| M-F | 7 | human biology 2 |
| M-F | 8 | sequential mathematics II |

11th Grade

| Days | Period | Subject |
|---|---|---|
| M-F | 1 | American history |
| M-F | 2 | basic English 4 |
| M-F | 3 | government |
| M-F | 4 | communication skills 4 |
| M-F | 5 | economics (bilingual) |
| M-F | 6 | earth science 2 |
| M-F | 7 | basic art |
| M-F | 8 | French |
| M-F | 9 | physical education |

12th Grade

| Days | Period | Subject |
|---|---|---|
| M-F | 1 | occupational mathematics |
| M-F | 2 | physical education |
| L U N C H | | |
| M-F | 4 | economics (bilingual) |
| M-F | 5 | basic English |
| M-F | 6 | sequential mathematics I |
| M-F | 7 | French |
| M-F | 8 | earth science |